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ABSTRACT

This inservice professional development module, part of the Alabama Reading Initiative, presents research summaries, notes for presenters, and activities. The Oral Language and Vocabulary module elaborates on a student's comprehension of text as it relates to the overlap between the student's system of language and the author's system of language. Knowing that the language used in children's books is 10 times more complex than the conversation of college graduates, this module shows how students need "authentic" occasions (e.g., book talks, drama) in which they practice the more "formal" language (e.g., vocabulary and structures) used in books. Sections of the module, and associated objectives, are: (1) "Research Base for Oral Language and Vocabulary Development" (examine and discuss research-based quotes about oral language and vocabulary development; examine and discuss the stages of oral language development; and discuss the instructional implications of the stages of oral language development); (2) "Components of Oral Language and Vocabulary Development" (become familiar with five components of oral language/vocabulary development; and reflect upon how the components of oral language/vocabulary development specifically relate to classroom instruction); and (3) "Practical Application" (examine the main things about oral language/vocabulary development; participate in activities that expand their own oral language and vocabulary; engage in activities designed to promote students' oral language and vocabulary development; and reflect on specific ways the instructional tools can be used to develop students' oral language and vocabulary). An appendix contains a list of prefixes, suffixes, and roots; hints, helps, and expectations for students with limited English proficiency; additional activities to develop oral language; a discussion of literature circles; a list of 100 picture books everyone should know; and a 45-item list of related research. (RS)

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ED 464 369

Oral Language & Vocabulary Development

Grades K-1

Alabama Reading Initiative

(Version: 2001)

Presenter:

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CS 511 129

T. E. Ingram, Sr.

TABLE OF CONTENTS & OBJECTIVES

Section 1: RESEARCH BASE FOR ORAL LANGUAGE AND VOCABULARY DEVELOPMENT

Participants will:

1. Examine and discuss research-based quotes about oral language and vocabulary development.
2. Examine and discuss the stages of oral language development.
3. Discuss the instructional implications of the stages of oral language development.

Section 2: COMPONENTS OF ORAL LANGUAGE AND VOCABULARY DEVELOPMENT

Participants will:

1. Become familiar with five components of oral language/vocabulary development; phonological awareness, morphemes, syntax, semantics, and pragmatics.
2. Reflect upon how the components of oral language/vocabulary development specifically relate to classroom instruction.

Section 3: PRACTICAL APPLICATION

Participants will:

1. Examine the main things about oral language/vocabulary development.
2. Participate in activities that expand their own oral language and vocabulary.
3. Engage in activities designed to promote students' oral language and vocabulary development.
4. Reflect on specific ways the instructional tools can be used to develop students' oral language and vocabulary.

Appendix

WHAT THE RESEARCH SAYS

The ...child's language development is vital to his progress in reading. We are concerned not only with the development of his vocabulary, or his articulation of sounds, but with the range and flexibility of the patterns of sentences which he is able to control....Children need to be engaged in conversations about the things they know about, because familiar content provides them with opportunities to experiment in ways of expressing themselves.

Clay, 1991

A basic appreciation of the phonological structure of spoken words appears to be necessary for a child to understand how print represents the sounds of the language.

Ehri & Wilce, 1980; Perfetti et al., 1987 (in Phonemic Awareness and Phonics Module)

Reading instruction builds especially on oral language. If this foundation is weak, progress in reading will be slow and uncertain.

Anderson, Hiebert, Scott, & Wilkinson, 1985

Stages Of Language Development

Stage I: Random- Vocalizing, cooing, gurgling, and babbling - the smallest units of sound in spoken language – playing with sounds that will be used in whole words later in life.

Stage II: Unitary- deliberate units of language that are often limited to one syllable or single words that are used to convey a whole thought, request, or command; for example, "cookie" may mean "There's a cookie." or "I want a cookie." or "Give me a cookie now!"

Stage III: Expansion and Delimiting- expansions of one-, two-syllable utterances that begin to express different meanings. Examples might be found in shifts from "Cookie!" to expressing different meanings in phrases such as "Look cookie!" and "Gimme cookie."

Stage IV: Structural Awareness- finding and using patterns and order in speech and then generalizing them or over-generalizing them, often in unconventional ways. These patterns include plurals, verb forms, etc. and productions such as "Mens wear pants." and "I goed."

Stage V: Automatic Usage – internalized grammar – ability to generate large numbers of sentences that are grammatically correct but cannot explain why – kindergarten-age children – "The girls hop." instead of "The girls hops."

Stage VI: Creative Usage - invent personal language that expresses needs of the child and communicates with peers and family. Productions may be trite and funny such as "That's jumpin." to mean something that is cool or neat.

INSTRUCTIONAL IMPLICATIONS OF THE STAGES OF LANGUAGE DEVELOPMENT

Children learn language by:	Instruction should focus on:
1. Association	1. Association
2. Reinforcement	2. Reinforcement
3. Imitation	3. Imitation
4. Elaboration	4. Elaboration

Presenters note:

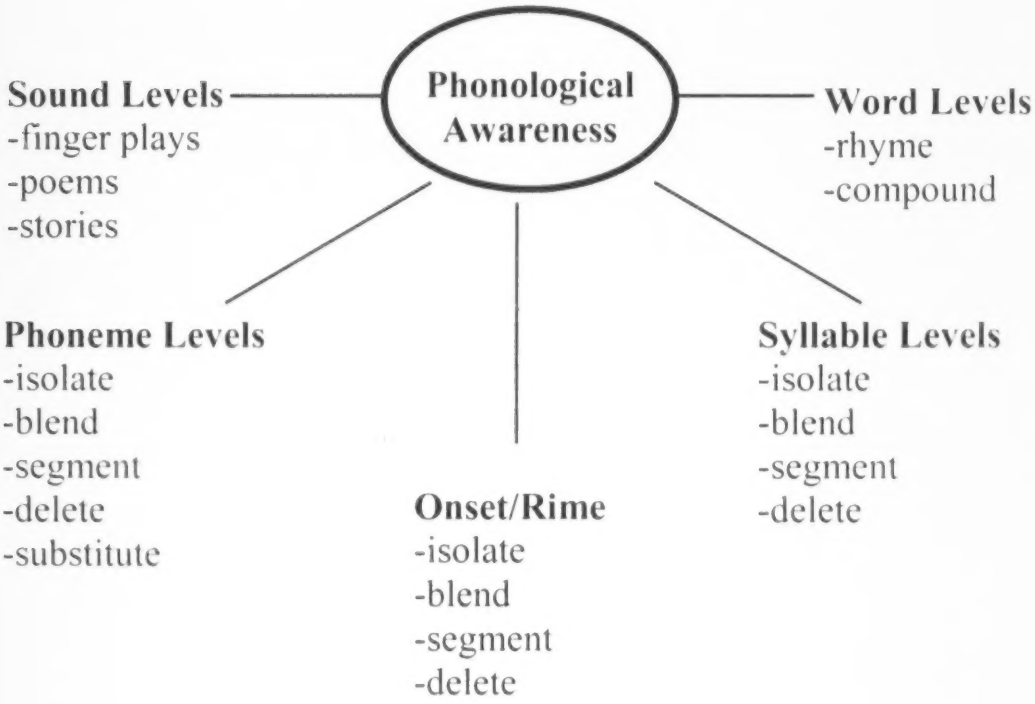
Focus on instruction assumes that teachers are actively engaged with children.

Section Two

COMPONENTS OF LANGUAGE DEVELOPMENT

Phonological Awareness

Phonological Awareness is the awareness of speech sounds including spoken words, syllables, onsets/rimes, and phonemes.

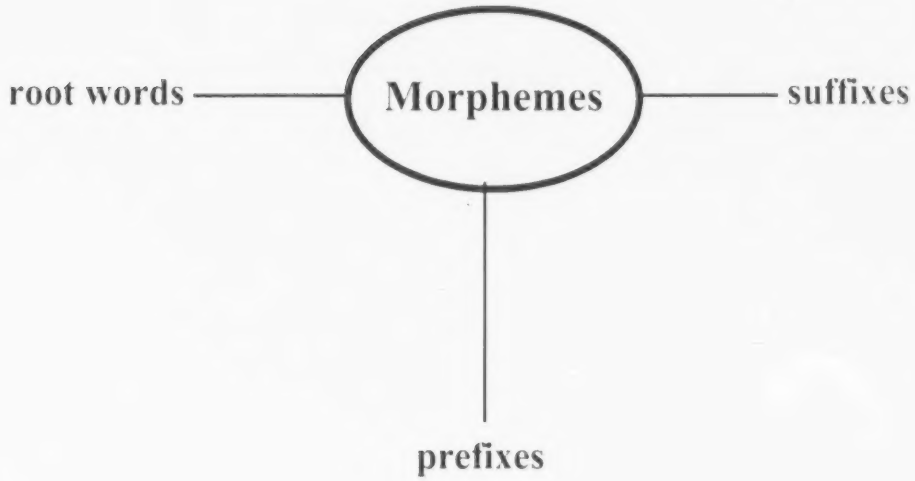


Phonological Awareness is relevant to Oral Language and Vocabulary Development because children use sounds to communicate.

Presenters Notes: The focus of this discussion will differ depending on grade level. This page is intended to be a short review of the Phonemic Awareness/Phonics module for teachers of grades K-3 and an introduction to phonological awareness as a component of language development for teachers in upper elementary, middle school and high school

Morphemes

Morphemes are the smallest units of meaning in our language.

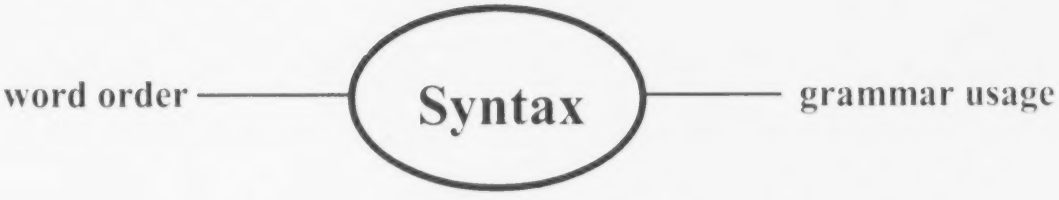


Morphemes are relevant to Oral Language and Vocabulary Development because they possess meaning.

Presenters Notes: Point out that teachers frequently spend time "teaching" common prefixes and suffixes, but these lists are short compared to the list of commonly used root words. Also point out that students who learn the meanings of common Latin and Greek prefixes, suffixes, AND root words can unlock the meaning of 80% of the words in the English language.

Syntax

Syntax is the sequencing of words to convey meaning. The building falls on the man./The man falls on the building.

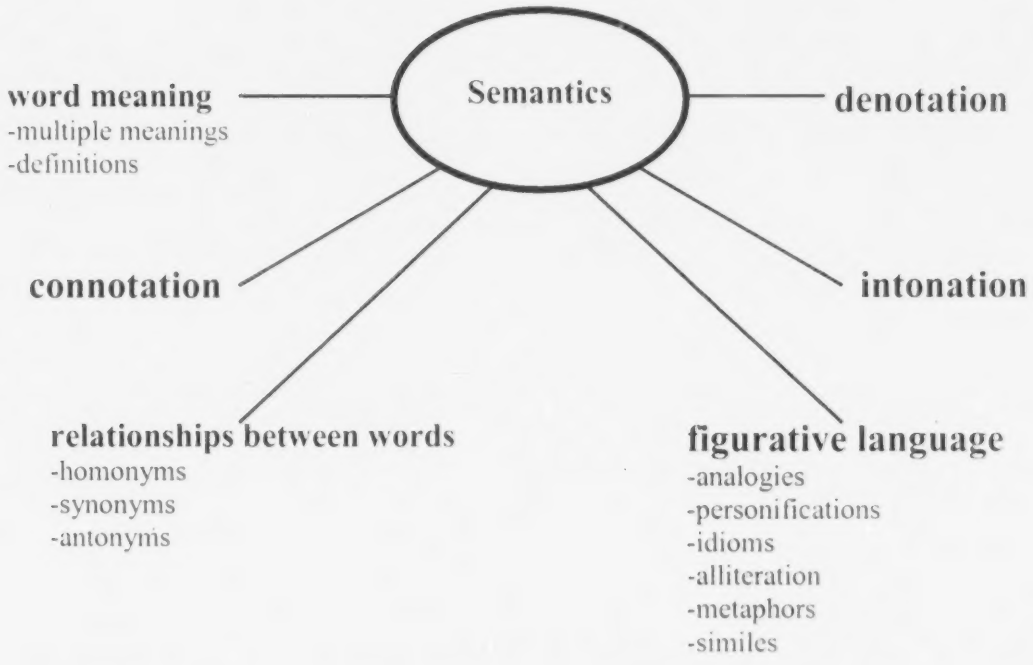


Syntax is relevant to Oral Language and Vocabulary Development because word order and word choice affect meaning.

Presenters' Notes: Discuss the use of syntax (correct and incorrect) and its effect on listeners' perceptions and impressions of the speaker.

Semantics

Semantics is the meaning expressed in language.

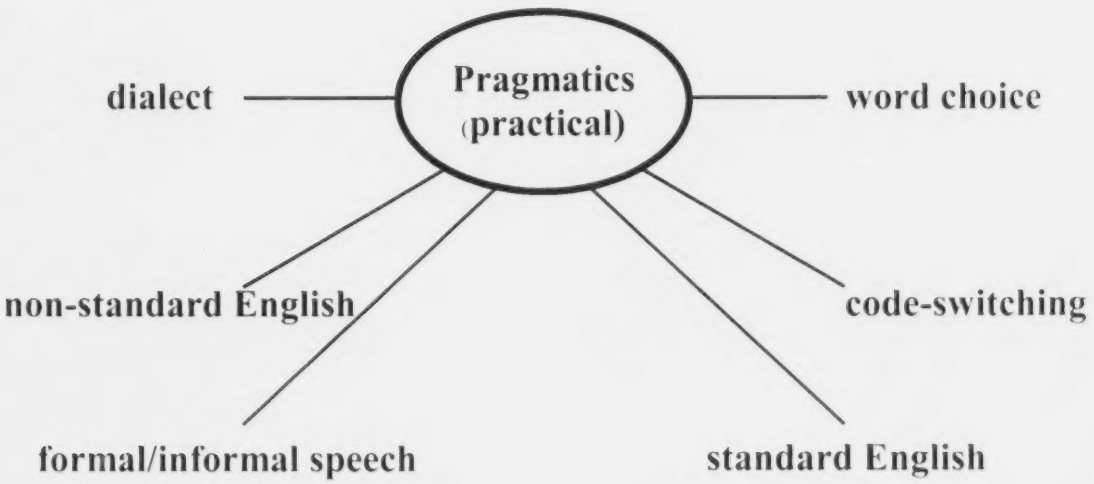


Semantics is relevant to Oral Language and Vocabulary Development because **meaning is the main thing**.

Presenters Notes: Discuss the use of semantics and its effect on communication and language. Encourage participants to add ways to express meaning to the diagram.

Pragmatics

Pragmatics is the practical use of language.



Pragmatics is relevant to Oral Language and Vocabulary Development because it encompasses all the other components.

Presenters Notes: Discuss pragmatics and its effect on communication and language. Encourage participants to add ways to select language for practical use and expressions of meanings to the diagram above. Make connections between each component of language to pragmatics.

-Phonological: sequence of phonemes – axe for ask is dialect
-Syntax: she gone – non-standard English
-Morpheme: He walked quietly – standard English

Corandic Passage

Corandic is an emurient grof with many fribs: it granks from corite, al olg which cargs like lange. Corite grinkles several other tarances, which grakers excarp by glarcking the corite and straping it in tranker-clarped storbs. The tarances strap a chark which is exparged with worters, branking a slorp.

1. What is corandic?
2. What does corandic grank from?
3. What is corite?
4. How do grakers excarp the tarances from the corite?

Presenter Notes: Do this passage as a read-aloud and have participants listen to the questions below the passage. Re-read the passage and have participants listen for answers to the questions during this second reading. After the passage is reread and questions repeated, answer each question. Discuss which components of oral language were used to answer the questions.

Section Three

The Main Things About Oral Language Development

1. **The systems of language and meaning develop in mutually supportive ways.**

2. **Oral language development is a critical piece of reading comprehension instruction.**

3. **The system of language comes alive and develops through use as learners build meaning.**

Sketch (resketch)

- **In small groups, sketch your understanding of one main thing.**
- **Explain your sketch to the whole group.**
- **Ask the group what they liked about your sketch (what was important to them).**
- **Post your sketch under the main thing that it illustrates.**

Further Exploration of the Main Thing

One Word Summary

adapted from The Geranium on the Windowsill Just Died But Teacher You Went Right On by Albert Cullum, Harlin Quist Books, © 1971

Making Connections

"Text" to Self

Connection:

Related words:

"Text" to "Text"

Connection:

Related words:

"Text" to World

Connection:

Related words:

Possible Sentences

_____

_____

Words for Word Wall

_____

_____

Notes for Presenters (p.14-15):

- Using the transparency "Further Exploration of the Main Things" as a "text," engage participants in activities that focus on bringing language to life and building meaning.
- Keep asking how participants' responses are connected to and/or expand the main things about oral language development.

Exploration of Oral Language Development*

*The "text for the activities on pages 17-18 was chosen to stimulate thinking.

He who wants milk should not sit on a stool in the middle of the pasture expecting the cow to back up to him.

One Word Summary

Making Connections

"Text" to Self

Connection:

Related words:

"Text" to "Text"

Connection:

Related words:

"Text" to World

Connection:

Related words:

Possible Sentences

_____

_____

Words for Word Wall

_____

_____

Notes for Presenters (pp.16-17):

- Using the transparency "Explorations of Oral Language Development" as a "text," engage participants in activities that focus on bringing language to life and building meaning.
- Keep asking how participants' responses are connected to and or expand the main things about oral language development.

Instructional Tools for Oral Language Development

A Starter Set of Tools:

- Sketch – Resketch
- One Word Summary
- Making Connections (Text to Self, Text to Text, Text to World
- Possible Sentences
- Word Walls
- Sorts (Word, Phrase, Sentence Text)
- Concept of Definition Map
- Read Aloud
- Retelling

Notes for Presenters:
At the end of the afternoon, allow time for participants to identify the instructional tools that have been used in the demonstrations and to suggest other tools.

Appendix

Prefixes

a, an [*not, without*] amoral (without a sense of moral responsibility), atheism, anemia, atypical, atom (not cutable), apathy (without feeling)
ab, abs, a [*from, away*] abnormal, avert (turn away)
acro [*high*] acropolis (high city), acrobat, acrogen (of the highest class), acronym, acrophobia (fear of height)
ad (ac, af, ag, al, an, ap, ar, as, at) [*to, towards*] admire (look at with wonder), attract, admit, advance, allege, announce, assert, aggressive, accept
ambi, amb [*both, around*] ambidextrous (skilled with both hands), ambiguous, amble
amphi [*both*] amphibious (living on both land and water), amphitheater
ana [*on, up, backward*] analysis (loosening up or taking apart for study), anatomy, anachronism
ante [*before*] antedate, anteroom, antebellum, antecedent
anti, ant [*against*] anticommunist, .antidote, anticlimax, antacid, antarctic
apo [*from, off*] apostasy (standing from. abandoning a professed belief), apology, apothecary, apostle
be [*on, away*] bedeck, belabor, bequest, bestow, beloved
bene, bon [*well*] benefit, benefactor, benevolent, benediction. bonus, bona fide, bonanza
bi, bis, bin [*both, double, twice*] bicycle, biweekly, binoculars, bilateral, biscuit
by [*side, close, near*] bypass, bystander, by-product, bylaw, byline
cata [*down, against*] catalogue, catapult, catastrophe, cataclysm
circum, circ [*around*] circumference, circumnavigate, circumspect
co (con, col, cor, com) [*together, with*] compose, copilot, conspire, collect, concord
coni [*dust*] coniosis (disease which comes from inhaling dust)
contra, counter [*against*] controversy, contradict, counterpart
de [*from, down*] demote, depress, degrade, deject, deprive
di [*two, twice*] dilemma, diatom, dissect, diploma
dia [*through, between*] diameter, diagonal, diagram, diagnosis, dialogue
dis, dif [*apart, away, reverse*] dismiss, distort, distinguish, diffuse
dys [*badly, ill*] dyspepsia (digesting badly, indigestion) dystrophy
em, en [*in, into*] embrace, enslave
epi [*upon*] epidermis (upon the skin, outer layer of skin), epitaph, epithet, epigram, epitome
eu, ev [*well*] eulogize (speak well of, praise), eupepsia, euphony, eugenics
ex, e, ec, ef [*out*] expel (drive out), ex-mayor, exit, exorcism, eccentric (out of the center position), eject, emit
extra, extro [*beyond, outside*], extracurricular, extrovert, extraneous
for [*away or off*] forswear (to renounce an oath)
fore [*before in time*] foretell (to tell beforehand), forecast, foreshadow, foregone, forefather
hemi, demi, semi [*half*] hemisphere, hemicycle, semicircle, demitasse
homo [*man*] Homo sapiens, homicide, homunculus, hominid
hyper [*over, above*] hypercritical, hyperemia, hypersensitive, hypertensive, hyperactive
hypo [*under*] hypodermic, hypothesis, hypotension
idio [*private, personal*] idiom, idiosyncrasy, idiomatic
il (ir, in, im) [*not*] incorrect, illegal, immoral, irregular
in (il, im) [*into*] inject, inside, illuminate, impose, illustrate, implant, imprison
infra [*beneath*] infrared
inter [*between*] intercollegiate, interfere, intervene, interrupt (break between)
intra [*within*] intramural, intravenous (within the veins)
intro [*into, inward*] introduce, introvert (turn inward)
macro [*large, excessive*] macrodent (having large teeth), macrocosm
mal [*badly, poor*] maladjusted, malnutrition, malfunction, malady
meta [*beyond, after, with*] metabolism (thrown beyond, literally; hence, chemical and physical change), metaphor, metamorphosis, metaphysical
mis [*incorrect, bad*] misuse, misprint
miso [*hating, wrong*] misanthropist, misogamist, miser
mono [*one*] monoplane, monotone, monogamy, monochrome, monocle
multi [*many*] multiply, multiform, multilateral
neo [*new*] neopaganism, neoclassic, neologism, neophyte
non [*not*] nontaxable (not taxed), nontoxic, nonexistent, nonsense
ob (of, op, oc) [*towards, against*] obstruct, offend, oppose, occur
para [*beside, almost*] parasite (one who eats beside or at the table of another), paraphrase, parody, parachute, paramedic, parallel

penta [*five*] [entagon (figure or building having five angles or sides), Pentateuch, pentameter, pentathlon
per [*throughout, completely*] pervert (completely turn wrong, corrupt), perfect, perceive, permanent, persuade, pervade
peri [*around*] perimeter (measurement around an area), periphery, periscope, pericardium, period
poly [*many*] polygon (figure having many angles or sides), polygamy, polyglot, polychrome
post [*after*] postpone, postwar, postscript, postseason
pre [*before*] prewar, preview, precede, prevent, premonition
pro [*forward, in favor of*] project (throw forward), progress, pro-abortion, promote, prohibition
pseudo [*false*] pseudonym (false or assumed name), pseudo, pseudopodia
re [*back, again*] reclaim, revive, revoke, rejuvenate, retard, reject, return
retro [*backwards*] retrospective (looking backwards), retroactive, retrorocket, retrogression
se [*aside*] seduce (lead aside), secede, secrete, segregate
self [*by oneself*] self-determination, self-employed, self-service, selfish
sesqui [*one and a half*] sesquicentennial (one and one-half centuries)
sub [*under*] submerge (put under), submarine, subhuman, subject, substitute, subsoil, suburb
suf (sug, sup, sus) [*from under*] suffer, suggest, support, suspect, sufficient, suspend
super, supr, sur [*above, over, more*] supervise, superman, survivor, supreme, supernatural, superior
syn (sym, sys, syl) [*with, together*] sympathy, system, synthesis, symphony, syllable, synchronize (time together), synonym
trans, tra [*across, beyond*] transoceanic, transmit, traverse (lying across as a bridge over a stream), transfusion
tri [*three*] tricycle, triangle, tripod, tristate
ultra [*beyond, exceedingly*] ultramodern, ultraviolet, ultraconservative
un [*not, release*] unfair, unnatural, unbutton, unfasten
under [*beneath*] underground, underling
uni [*one, below*] unicycle, uniform, unify, universe, unique
vice [*in place of*] vice-president, vice-admiral, viceroy

Suffixes

able, ible [*able, can do*] capable, agreeable, edible, visible (can be seen)
ad,ade [*result of action*] monad (a unit, an individual), blockade (the result of a blocking action), lemonade
age [*act of, state of, collection of*] salvage (act of saving), storage, forage
al [*relating to*] sensual, gradual, manual, natural (relating to nature)
algia [*pain*] neuralgia (nerve pain)
an, ian [*native of, relating to*] Czechoslovakian (native of Czechoslovakia), African
ance, ancy [*action, process, state*] assistance, allowance, defiance, resistance
ant [*performing, agent*] assistant, servant, defiant
ar, er, or [*one who, what which*] doctor, baker, miller, teacher, racer, amplifier
ard, art [*one who*] drunkard, dullard, braggart
ary, ery, ory [*relating to, quality, place where*] dictionary, dietary, bravery, dormitory (a place where people sleep)
asis, esis, osis [*action, process, condition*] genesis, hypnosis, neurosis
ate [*cause, make*] enumerate, liquidate, segregate (causing a group to be set aside)
cian [*having a certain skill or art*] logician, musician, beautician, magician, physician
cide [*kill*] homicide, pesticide, genocide (killing a race of people)
cule, ling [*very small duck*] sapling
cy [*action, function*] hesitancy, prophecy, normalcy
dom [*quality, realm, office*] boredom, freedom, kingdom, stardom, wisdom (quality of being wise)
ee [*one who receives the action*] employee, devotee, nominee (one who is nominated), refugee, trustee
en [made of, make] silken, frozen, oaken, (made of oak), wooden, lighten
ence, ency [*action, state of, quality*] difference, conference, proficiency (quality of being proficient), urgency
er [*see ar*]
ery [*see ary*]
esce [*to become*] acquiesce (become restful, peaceful), coalesce
escent [in the process of] convalescent, obsolescent
ese [*a native of, the language*] Japanese, Vietnamese
esis [see asis]
esque [*in the style of*] burlesque, arabesque
ess [*female*] actress, goddess, lioness
et, ette [a small one, group] midget, octet, baronet, bassinet
fic [*making, causing*] scientific, specific

ful [*full of*] frightful, careful, helpful (full of help)
fy [*make*] fortify (make strong), simplify, terrify, amplify
hood [*order, condition, quality*] manhood, womanhood, brotherhood
ible [*see able*]
ic [*nature of, like*] acidic, metalic (of the nature of metal), heroic, poetic
ice [*condition, state, quality*] justice, malice
id, ide [*a thing connected with or belonging to*) fluid, fluoride
ile [*relating to, suited for, capable of*] domicile, agile, juvenile, senile (related to being old), missile
ine [*nature of*] feminine, masculine, genuine, medicine
ion, sion, tion [*act of, state of, result of*] action, injection, infection, suspension (state of suspending)
ish [*origin, nature, resembling*] foolish, Irish, clownish (resembling a clown)
ism [*doctrine, system, manner, condition, characteristic*] alcoholism, exorcism, heroism (characteristic of a hero), Communism, realism
ist [*one who, that which*] artist, dentist, violinist, racist
ite [*nature of, quality of, mineral product*] expedite, Israelite, graphite, sulfite, dynamite (quality of being powerful)
ity, ty [*state of, quality*] captivity, chastity, fraternity, clarity
ive [*causing, making*] assertive, abusive (causing abuse), affirmative, exhaustive
ize [make] emphasize, liberalize (make liberal), idolize, penalize, publicize
less [*without*] baseless, careless (without care), artless, fearless, helpless
ling [*see cule*]
ly [*like, manner of*] carelessly, fearlessly, hopelessly, shamelessly
ment [*act of, state of, result*] contentment, alignment, amendment (state of amending), achievement
mony [*a resulting thing*] patrimony, alimony, acrimony
ness [*state of*] carelessness, restlessness, lifelessness
oid [*like, resembling*] asteroid, spheroid, tabloid, anthropoid
ology [*study, science, theory*] biology, anthropology, geology, neurology
or [*see ar*]
ory [*see ary*]
osis [*see asis*]
ous [full of, having] gracious, nervous, vivacious (full of life), spacious
rhea [*flowing, discharge*] pyorrhea, diarrhea, gonorrhea (discharge from the reproductive organs)
ship [*office, state, quality, skill, profession*] friendship, authorship, scholarship, dictatorship
some [*like, apt, tending to*] lonesome, threesome, gruesome
tude [*state of, condition of*] gratitude, multitude (condition of being many), aptitude, solitude
ure [*state of, act, process, rank*] culture, literature, pressure, rupture (state of being broken)
ward [*in the direction of*] eastward, forward, backward
y [*inclined to, tend to*] cheery, crafty, faulty, dirty, itchy

Roots

acer, acid, acri [*bitter, sour, sharp*] acerbic (bitter, harsh), acerbate (embitter), acidity (sourness), acrid, acrimony
acu [sharp] acute, acuity, acupuncture
ag, agi, ig, act [*do, move, go*] agent (doer), agenda (things to do), agile, navigate (move by sea), pedagogue (child-mover, teacher), ambiguous (going both ways, not clear), retroactive, agitate
ali, allo, alter [*other*] alias (a person's other name), alternative, alibi, alien (from another country), alter (change to another form), allotment, allocate
altus [*high, deep*] altimeter, exalt, altitude, alto
am, amor [*love, liking*] amiable, amorous, enamored
anim [*mind, will*] unanimous, animosity, equanimity, magnanimous, animal
anni, annu, enni [*year*] anniversary, annually (yearly), centenial (occurring once in 100 years), per annum, annuity
anthrop [*man*] anthropoid (man-like, e.g., an ape), anthropology (study of mankind), misanthrope (hater of mankind), philanthropic (love of mankind)
antico [*old*] antique, antiquated, antiquity
arch [*chief, first, rule*] archangel (chief angel), architect (chief worker), archaic (first; very early), archives, monarchy (rule by one person), matriarchy (rule by the mother), patriarchy (rule by the father), archeology
aster, astr [*star*] aster (star flower), asterisk, asteroid, disaster (originally a bad happening from a contrary influence by a star), astrology (lit., star-speaking; pseudoscience of influence by stars and planets), astronomy (star law), astronaut (lit., star traveler; space traveler)
aud, aus [*hear, listen*] audible (can be heard), auditorium, audio, audition, audience, auditory, auscultate

aug, auc [*increase*] augment, auction, augur

auto, aut [*self*] automobile (self-moving vehicle), autograph (self-writing; signature), automatic (self-acting), autonomy (lit., self-laws; self-government), autobiography (lit., self-life writing)

belli [*war*] rebellion, belligerent (warlike or hostile), bellicose

bibl [*book*] Bible, bibliography (writing, list of books), bibliomania (craze for books), bibliophile (book lover)

bio [*life*] biology (study of live things), amphibious, biography, biophysics, biopsy (cutting living tissue for examination), microbe (small, microscopic living thing), biogenesis

breve [*short*] breve, brevity, abbreviate, brief

bursa [*purse, payment*] reimburse, disbursements (money paid out)

cad, cas [*to fall*] cadaver, cadence, caducous (falling off), cascade

calor [*heat*] calorie (a unit of heat), calorify (to make hot), caloric, nonchalant

cande [*shine*] candor, candelabra, candid

cap, cip, cept [*take*] capable, capacity, capture, anticipate, participate, principal, accept, except, conception, deceptive, perception, conceive, receive, forceps

capit, capt [*head*] decapitate (to remove the head from), capital, captain, caption, recapitulate

carn [*flesh*] carnal, carnage, carnivorous (flesh eating), incarnate, reincarnation

caus, caut [*burn, heat*] cauterize, cauldron, caustic

cause, cuse, cus [*cause, motive*] because, excuse (to attempt to remove the blame or cause; exonerate), accusation

ced, ceed, cede, cess [*move, yield, go, surrender*] cede (yield), antecedent (moving, occurring before), accede, concede, intercede, precede, recede, secede (move aside from), proceed (move forward), success

chrom [*color*] chrome (color purity), chromatic, chromosome (color body in genetics), Kodachrome, monochrome (one color), polychrome (many colored)

chron [*time*] chronological (in order of time), chronometer (time-measured), chronicle (record of events in time), synchronize (make time with, set time together), anachronism (lit., back in time; anything backwards in historical time)

cide [*kill*] suicide (self-killer or self-killing), homicide (man, human killer or killing), genocide (race killing), tyrannicide (tyrant killer or tyrant killing), pesticide (pest killer), germicide (germ killer), insecticide (insect killer)

cise [*cut*] decide (cut off uncertainty), precise (cut exactly right), concise, incision, scissors, criticize

cit [*to call, start*] incite, citation, cite

civ [*citizen*] civic (relating to a citizen), civil, civilian, civvies (citizen clothing), civilization

clam, claim [*cry out*] exclamation, clamor, proclamation, reclamation, acclamation, declamation, claim

clemen [*merciful*] inclement (not merciful), clemency, clement

clud, clus, claus [*shut*] include (to take in), recluse (one who shuts himself away from others), claustrophobia (abnormal fear of being shut up, confined), conclude, include, preclude, seclude, close, closet

cognose, gnosi [*know*] prognosis (forward knowing), diagnosis (thorough knowledge), recognize (to know again), incognito (not known), agnostic (not knowing about God)

cord, cor, card [*heart*] cordial (hearty, heartfelt), accord, concord, discord, record, courage, encourage (put heart into), discourage (take heart out of), core, coronary, cardiac

corp [*body*] corporation (a legal body), corpse, corps, corporal, corpulent

cosm [*universe, world*] cosmos (the universe), cosmic, cosmology, cosmopolitan (world citizen), cosmonaut, microcosm, macrocosm

crat [*rule, strength*] autocracy, democratic

crea [*create*] creature (anything created), recreation, creation, creator

cred [*believe*] creed (statement of beliefs), credo (a creed), credence (belief), credit (belief, trust), credulous (believing too readily, easily deceived)

cresc, cret, crease, cru [*rise, grow*] crescendo (growing in loudness or intensity), crescent (growing, like the moon in first quarter), acretion, concrete (grown together, solidified), increment (amount of growth), increase, decrease, accrue (to grow, as interest in money)

crit [*separate, choose*] critical, criterion (that which is used in choosing), diacritical, hypocrisy

cub, cumb [lie down, lean back] incubate (to hatch by keeping), encumber to place a burden upon), cumbersome, succumb, incumbent

cur, curs [*run*] current (running or flowing), concurrent, concur (run together, agree), curriculum (lit., a running, a course), cursory (done hastily, "on the run"), incur (run into), precursor (forerunner), recur, occur, courier

cura [*care*] manicure (caring for the hands), curator, curative

cus, cuse (see *cause*)

cycl, cyclo [*wheel, circular*] Cyclops (a mythical giant with one eye in the middle of his forehead), cyclone (a wind blowing circularly: a tornado), unicycle, bicycle

deca [*ten*] decade, decalogue, decapod (ten feet), Decapolis, decathlon

dem [*people*] democracy (people-rule), demagogue (people-leader, one who stirs up people for selfish ends), demography (vital statistics of the people: deaths, births, etc.), epidemic (on or among the people; general), pandemonium

dent, don't [*tooth*] dental (relating to teeth), orthodontist (a dentist who practices orthodontia), denture, dentifrice

derm [skin] hypodermic (under skin; injected under the skin), dermatology (skin study), epidermis (on skin; outer layer), taxidermy (arranging skin; mounting animals)

dic, dict [*say, speak*] dictation (how one speaks, what one says), dictionary, dictate, dictator, dictum (a saying), dictaphone, dictagraph, dictatorial, edict, predict, verdict, contradict, adjudicate (to speak the law, to judge), benediction

domin [master] dominate, dominion, domain, predominant, Anno Domini (in the year of our Lord, abbreviated A.D.)

don [*give*] donate (make a gift), condone

dorm [*sleep*] dormant, dormitory

dox [*opinion, praise*] doxy (belief, creed, or ism), orthodox (having the correct, commonly accepted opinion), heterodox (differing opinion; contrary, self-contradictory), doxology (statement or song of praise), paradox

drome [*to run, step*] syndrome (run together; symptoms) hippodrome (a place where horses run)

duc, duct [*lead*] duke (leader), induce (lead into, persuade), secure (lead aside), traduce (lead across in public disgrace, vilify), aquaduct (water leader, artificial channel), subdue, ductile (easily drawn out or hammered thin), viaduct, conduct, conduit, produce, reduce, educate

dura [*hard, lasting*] durable, duration, duramen, endurance

dynam [*power*] dynamo (power producer), dynamic, dynamite, hydro-dynamics (lit., water power), dyne (unit of power, force), dynamometer, dynasty (power, rule by successive members of a family)

end, endo [*within*] endoral (within the mouth), endocardial (within the heart), endoskeletal, endoplasm

equi [*equal*] equinox, equilibrium

erg [*work*] energy, erg (unit of work), allergy, ergophobia (morbid fear of work), ergometer, ergograph

fac, fact, fic, fect [*do, make*] factory (the place where workmen are employed inmaking goods of various kinds), fact (a thing done, a deed), facsimile, facility, manufacture, faculty, amplification, affect

fall, fals [*deceive*] fallacious, falsify, fallacy

fer [*bear, carry*] ferry (carry by water), odoriferous (bearing an odor), coniferous (bearing cones, as a pine tree), pestiferous (bearing disease), fertile (bearing richly), defe , infer, refer, suffer (bear under, as under yoke), referee, referendum, circumference

fic, fect (see *fac*)

fid, fide, feder [*faith, trust*] fidelity, confident, confidante, infidelity, infidel, fiduciary (held in trust, confidential), perfidy (breaking faith), bona fide (in good faith), federal, confederacy, Fido

fila, fili [*thread*] filament (a threadlike conductor heated by electrical current), filiform (having the shape of a thread), filter, filet

fin [*end, ended, finished*] final, finite, infinite, finish, confine, fine, refine, define, finale

fix [*fix*] fix (a difficult position), transfix (to hold motionless), fixation (the state of being attached), fixture, affix, prefix, suffix

flex, flect [*bend*] flex (bend), reflex (bending back), flexible, flexor (muscle for bending), inflexibility, reflect, deflect, genuflect (bend the knee)

flu, fluc, fluv [*flowing*] influence (to flow in), fluctuate (to wave in an unsteady motion), fluviograph (instrument for measuring the flow of rivers), fluid, flue, flush, fluently, affluent

form [*form, shape*] form, uniform, conform, deform, reform, perform, formative, formation, formal, formula

fort, forc [*strong*] fort, fortress (a strong point, fortified), fortify (make strong), forte (one's strong point), forte (strong, loud in music), fortitude (strength for endurance), force, effort, comfort, pianoforte, force (power)

fract, frag [*break*] fracture (a break), infraction, fragile (easy to break), fraction (result of breaking a whole into equal parts), refract (to break or bend, as a light ray), refractive, fragment

fum [*smoke*] fume (smoke; odor), fumigate (destroy germs by smoking them out), perfume

gam [*marriage*] bigamy (two marriages), monogamy, polygamy (lit., many marriages), exogamy, endogamy, gamete, gambit

gastro [*stomach*] gastric, gastronomic, gastritis (inflammation of the stomach)

gen [*birth, race, produce*] genesis (birth, beginning), Genesis, genus, genetics (study of heredity), eugenics (lit., wellborn), genealogy (lineage by race, stock), generate, progeny (offspring), genitals (the reproductive organs), congenital (existing as such at birth), indigenous (born, growing or produced naturally in a region or country), genetic, hydrogen (lit., water-born element)

geo [*earth*] geometry (earth measurement), geography (lit., earth-writing), geocentric (earth centered), geology, geochemistry, geophysics

germ [*vital part*] germination (to grow), germ used (seed; living substance, as the germ of an idea), germane

gest [*carry, bear*] congest (bear together, clog), suggestion (mental process by which one thought leads to another), congestive (causing congestion), gestation, suggestion, gesture

gloss, glot [*tongue*] polyglot (many tongues), epiglottis, glossary, glottic

glu, glo [*lump, bond, glue*] conglomerate (bond together), agglutinate (make to hold in a bond)

grad, gress [*step, go*] grade (step, degree), gradual (step by step), graduate (make all the steps, finish a course), graduated (in steps or degrees), aggressive (stepping toward, pushing), transgress (step across limits, break a law)

graph, gram [*write, written*] graph, graphic (written; vivid), autograph (self-writing, signature), photography (light-writing), graphite (carbon used for writing), phonograph (sound-writing), bibliography, monograph (writing on one subject), telegram (far writing)

grat [*pleasing*] congratulate (express pleasure over success), gratis (as a favor, free), gratuitous (gratis), gratuity (mark of favor, a tip), grateful, gracious, ingrate (not thankful; hence, unpleasant), ingratiate

grav [*heavy, weighty*] grave, gravity, aggravate, gravitate

greg [*herd, group, crowd*] gregarian (belonging to a herd), congregation (a group functioning together), segregative (tending to group aside or apart), aggregation

hab, habit [*have, live*] habitat (the place in which one lives), inhabit (to live in; to establish as residence), rehabilitate, habitual

helio [*sun*] heliograph (as instrument for using the sun's rays), heliotrope (a plant which turns to the sun)

hema, hemo [*blood*] hematid (red blood corpuscle), hemotoxic (causing blood poisoning), hemorrhage, hemoglobin, hemophilia, hematose

here, hes [*stick*] adhere, cohere, inherent

hetero [*different*] heterogeneous (different in birth; miscellaneous), heterodox, heterochromatic (of different colors), heteromorphic (of different forms), superheterodyne, heterosexual (with interest in opposite sex)

homo [*same*] homogeneous (of same birth or kind), homonym (word with same name or pronunciation as another), homosexual (with sex desire for those of the same sex), homologous (same-minded, agreeing), homogenize

hum, human [*earth, ground, man*] humility, (quality of lowliness), humane (marked by sympathy, compassion for other human beings and animals), humus, exhume, humanity

hydr, hydro, hydra [*water*] dehydrate (take water out of; dry), hydrant (water faucet), hydraulic (pertaining to water or to liquids), hydraulics, hydrogen, hydrophobia (fear of water), hydrodynamics, hydroelectric

hypn [*sleep*] hypnoidal (relating to hypnosis or sleep), hypnosis, Hypnos (god of sleep), hypnotherapy (treatment of disease by hypnosis)

ignis [*fire*] ignite, igneous, ignition

ject [*throw*] deject, inject, project (throw forward), eject, object, ejaculate

join, junct [*join*] junction (act of joining), enjoin (to lay an order upon; to command), juncture, conjunction, joint, adjoining, injunction

jud, judi, judic [*judge, lawyer*] judge (a public officer who has the authority to give a judgment), abjure (reject the case), judicial (relating to administration of justice), judicious, prejudice

jur, jus [*law*] justice (a just judgment; as justice must be served), conjure (to swear together; to imagine; to entreat; as, conjure the king to be merciful), juror, jurisdiction

juven [*young*] juvenile, juvenescent (becoming young), rejuvenate (to make young again)

later [*side, broad*] lateral, latitude

laut, lav, lot, lut [*wash*] lavish (flowing like water), dilute (to make a liquid thinner and weaker), ablution (a washing away), launder (to wash and iron clothes), lavatory, laundry, lotion, deluge

leg [*law*] legal (lawful; according to law), legislate (to enact a law), legislature (a body of persons who can make laws), legitimize (make legal), legacy

letter, lit, liter, litera [*letters*] litany (prayer consisting of invocations and responses), literary (concerned with books and writing), literature (the best works written during the century), literal, alliteration, obliterate

levis [*light*] alleviate (lighten a load), levitate, levity

lic, licit [*permit*] license (freedom to act), licit (permitted; lawful; conceded), illicit (not permitted), licentious (taking liberties; disregarding rules, especially in morals)

lith [stone] monolith (one stone, a single mass), lithography (stone writing, printing from a flat stone or metal plate), neolithic (new stone, of the layer stone age), paleolithic (ancient stone)

liver, liber [free] liberal (relating to liberty), delivery (freedom; liberation), liberalize (to make more free; as., to liberalize the mind from prejudice), deliverance

loc, loco [place] locomotion (act of moving from place to place), locality (locale; neighborhood), allocate (to assign; to place; apportion), relocate (to put back into their homes)

log, logo, ology [*word, study, speech*] Logo (the word, Jesus), logic (orig., speech; then reasoning), prologue, epilogue, dialogue, catalogue, logorrhea (a flux of words; excessively wordy), zoology (animal study), psychology (mind study), theology (god study)

loqu, locut [*talk, speak*] eloquent (speaking out well and forcefully), loquacious (talkative), colloquial (talking together; conversational or informal), obloquy (a speaking against, a reproach), circumlocution (talking around a subject), soliloquy

luc, lum, lus, lun [*light*] Luna (the moon goddess), lumen (a unit of light), luminary (a heavenly body; someone who shines in his profession), translucent (letting light come through), luster (sparkle; gloss; glaze), illuminate

lude [play] ludicrous, prelude (before play), interlude

magn [*great*] magnify (make great, enlarge), magnificent, magnanimous (great of mind or spirit), magnate, magnitude, magnum

man [hand] manual, manage, manufacture, manacle, manicure, manifest, maneuver, emancipate

mand [command] mandatory (commanded), remand (order back), writ of mandamus (written order from a court), countermand (order against, cancelling a previous order), mandate

mania [*madness*] mania (insanity; craze; excessive craving), monomania (mania on one idea), kleptomania (thief mania; abnormal tendency to steal), pyromania (insane tendency to set fires), dipsomania (uncontrollable craving for alcoholic drink), manic, maniac

mar, mari, mer [*sea, pool*] mermaid (fabled marine creature, half fish), marine (a sailor serving on shipboard), marsh (wetland, swamp), maritime

matri, matro, matric [*mother*] matrimony (state of wedlock), maternal (relating to the mother), matris (mother goddess of the Hindu deities), matron

medi [*half, middle, between, halfway*] mediate (come between, intervene), medieval (pertaining to the middle ages), mediterranean (lying between lands), medium (a person having the faculty to make contact with the supernatural), mediocre

mega [*great*] megaphone (great sound), megacephalic (great-headed), megalith, megalopolis (great city; an extensive urban area including a number of cities), megacycle (a million cycles), megaton (force of a million tons of TNT), omega (great)

mem [remember] memorandum (a note; a reminder), commemoration (the act of observing by a memorial or ceremony), memento, memoir, memo, memorable

meter [*measure*] meter (a measure), gravimeter (instrument for measuring weight and density), voltameter (instrument to measure volts in an electric circuit), barometer, thermometer

micro [*small*] microscope, microfilm, microcard, microwave, micrometer (device for measuring very small distance), micron (a millionth of a meter), microbe (small living thing), microorganism, omicron (small)

migra [wander] migrate (to wander), emigrant (one who leaves a country), immigrate (to come into the land to settle), migrator (one who roves; a wanderer)

mit, miss [*send*] emit (send out, give off), remit (send back, as money due), submit, admit, commit, permit, transmit (send across), omit, intermittent (sending between, at intervals), mission, missile

mob, mot, mov [*move*] mobile (capable of moving), motionless (without motion), motor (that which imparts motion; source of mechanical power), emotional (moved strongly by feelings), motivate, promotion, demote

mon [*warn, remind*] admonish (warn), admonition, monitor, premonition (forewarning), monument (a reminder or memorial of a person or event), reminisce

monstr, mist [*show*] demonstrate (to display; show) muster (to gather together; collect; put on display) demonstration, monstrosity

mori, mort, mors [*mortal, death*] mortal (causing death or destined for death), immortal (not subject to death), mortality (rate of death), immortality, mortician (one who buries the dead), mortification

morph [*form*] amorphous (with no form, shapeless), anthropomorphic (man form), Morpheus (the shaper, god of dreams), morphine (drug making sleep and dreams), metamorphosis (a change of form, as a caterpillar into a butterfly), morphidite

multi, multus [many, much] multifold (folded many times), multilinguist (one who speaks many languages), multiped (an organism with many feet), multiply (to increase a number quickly by multiplication)

nasc, nat [*to be born, to spring forth*] nature (the essence of a person or a thing), innate (inborn, inherent in), international (between or among nations), renascence (a rebirth; a revival), natal, native, nativity

neur [*nerve*] neuritis (inflammation of a nerve), neuropathic (having a nerve disease), neurologist (one who practices neurology), neural, neurosis, neurotic

nom [*law, order*] autonomy (self-law, self-government), astronomy, Deuteronomy (lit., second law, as given by Moses), gastronomy (lit., stomach law; art of good eating), agronomy (lit., field law; crop production), economy (household law, management)

nomen, nomin [*name*] nomenclature, nominate, nominal

nounce, nunci [*warn, declare*] announcer (one who makes announcements publicly), enunciate (to pronounce carefully), pronounce (declare; articulate), renounce (retract; revoke), denounce

nov [*new*] novel (new; strange; not formerly known), renovate (to make like new again), novice, nova, innovate

nox, noc [*night*] nocturnal, equinox (equal nights), noctiluca (something which shines by night)

null [*none*] null, nullification, nullify, nullifidian (one who has no faith), nulliparous

number, numer [*number*] numeral (a figure expressing a number), numeration (act of counting), numberable (can be numbered), enumerate (count out, one by one), innumerable

omni [*all, every*] omnipotent (all powerful), omniscient (all knowing), omnipresent (present everywhere), omnivorous (all eating), omnibus (covering all things)

onus [*burden*] onerous (burdensome), onus, exonerate (to take out or take away a burden)

onym [*name*] anonymous (without a name), pseudonym (false name), antonym (against name; word of opposite meaning), synonym

oper [*work*] opera (a work which has been set to music and is sung instead of spoken), operate (to labor; function), opus (a musical composition or work), cooperate (work together)

ortho [*straight, correct*] orthodox (of the correct or accepted opinion), orthodontist (tooth straightener), orthopedic (originally pertaining to straightening a child), orthography (correct writing, spelling), unorthodox

oss, osteo [*bone*] ossicle (a small bone), ossification (the process of making into bone), osteopath (one who practices osteopathy), osteoporosis (a condition in old age when bones become porous and fragile)

pac [*peace*] pacifist (one for peace only; opposed to war), pacify (make peace, quiet), Pacific Ocean (peaceful ocean)

pan [*all*] Pan American, panacea (cure-all), pandemonium (place of all the demons; wild disorder), pandemic, panchromatic (sensitive to all colors), pantheism (all-god belief; belief that God is all and all is God)

pater, patr [*father*] patriarch (the head of the tribe, family), patron (a wealthy person who supports as would a father), paternity (fatherhood; responsibility, etc.), patriot

path, pathy [*feeling, suffering*] pathos (feeling of pity, sorrow), pathetic, sympathy, antipathy (against feeling), apathy (without feeling), empathy (feeling or identifying with another), telepathy (far feeling; through transference), pathogenic (disease being born; causing suffering or disease)

ped, pod [*foot*] pedal (lever for a foot), impede (get the feet in a trap, hinder), impediment, pedestal (foot or base of a statue), pedestrian (foot traveler), centipede, tripod (three-footed support), podiatry (care of the feet), antipodes (opposite feet; parts of the earth diametrically opposed)

pedo [*child*] orthopedic, pedagogue (child leader, teacher), pedant (narrow-minded teacher), pediatrics (medical care of children)

pel, puls [*drive, urge*] compel, dispel, expel, repel, impel, propel, pulse, impulse, pulsate, compulsory, expulsion, repulsive

pend, pens, pond [*hang, weigh*] pendant (a hanging object), appendix, pendulum, depend, impend, suspend, perpendicular, pending, dispense, pensive (weighing thought), appendage, ponderous (weighty)

phan, phen [*show, appear*] phantom, phenomental, fantasy

phemi [*speak*] euphemism (speak well of), prophet

phil [*love*] philosophy (love of wisdom), philanthropy, philharmonic, bibliophile, Philip, Philadelphia (city of brotherly love)

phobia [*fear*] phobia (abnormal fear), claustrophobia (fear of closed places), acrophobia (fear of high places), photophobia (fear of light), aquaphobia (fear of water), pyrophobia (fear of fire)

phon [*sound*] phonograph, phonetic (pertaining to sound), phonology, symphony (sounds with or together), polyphonic (having many sounds or tunes), dictaphone, euphony (pleasing sound)

photo [*light*] photograph (light-writing), photoelectric, photoflash, photogenic (artistically suitable for being photographed), photometer (light meter), photon (a quantum of light energy), photosynthesis (action of light on chlorophyll to make carbohydrates)

pict [*paint*] pictograph (writing with pictures or symbols), picture (make a mental image), depiction (the act of depicting or representing), picturesque, pictorial

plac, plais [*please*] placid (calm, unruffled), placatory (appeasing, soothing), placebo, placate, complacent (self-satisfied)

plenus [*full*] plenary, replenish, plentiful, plenteous

plic, pli, ply [*fold*] inexplicable, pliable, implicate

plu, plur, plus [*more*] plus (indicating that something is to be added), plural (more than one), pluralist (one who holds two or more jobs), plurisyllabic (having more than one syllable)

pneuma, pneumon [*breath*] pneumatic (pertaining to air, wind or other gases), pneumonia (disease of the lungs), pneumatogram (tracing of respiratory movements)

pod (see *ped*)

poli [*city*] metropolis (mother city; main city), police, politics, Indianapolis, megalopolis, Acropolis (high city, fortified upper part of Athens), cosmopolite (world citizen)

pon, pos, pound [*place, put*] postpone (put afterward), component, opponent (one put against), proponent, depose, expose, impose, purpose, propose, deposit, deposition, expound, compound, posture (how one places himself), position, post

pop [*people*] population (the number of people in an area), Populist (a member of the Populist party), populous (fll of inhabitants), popular

port [*carry*] porter (one who carries), portable, transport (carry across), report, export, import, support, comport, deportment (how one carries himself, behaves), portage, transportation, port, disport

portion [*part, share*] portion (a part; a share, as a portion of pie), proportion (the relation of one share to others),portionless (without portionl without dowry)

posse, potent [*power*] posse (an armed band; a force with legal authority), possible, potent, potentate, omnipotent, impotent

prehend [*seize*] apprehend (seize a criminal, seize an ideal), comprehend (seize with the mind), comprehensible, comprehensive (seizing much, extensive), reprehensible (needing to be seized back, rebuked)

prim, prime [*first*] primacy (state of being first in rank), prima donna (the first lady of opera), primitive (from the earliest or first time), primary, primal

proto [*first*] prototype, protocol, protagonist, protozoan

psych [*mind, soul*] psyche (soul, mind), psychic (sensitive to forces beyond the physical), psychiatry (healing of the mind), psychology, psychopath (mind feeling; one with mental disease), psychosis (serious mental disorder), psychotherapy (mind treatment), psychogenic (of psychic birth, origin)

punct [*point, dot*] punctual (being exactly on time), punctum (a dotl a point), compunction (remorse; points of guilt), punctuation, puncture, acupuncture

put [*think*] computer (a computing or thinking machine), deputy, reputable (honorable; estimable; a thinker), dispute, repute

quies [*be at rest*] acquiesce, quiescent, quiet

reg, recti [*straighten*] regular, rectify (make straight), regiment, rectangle, correct, direct, erect, incorrigible

ri, ridi, risi [*laughter*] ridicule (laughter at the expense of another; mockery), deride (make mock of; jeer at), risible (likely to laugh), ridiculous

rog, roga [*ask*] prerogative (privilege; asking before), interrogation (questioning; the act of questioning), surrogate, derogatory

rupt [*break*] rupture (break), interrupt (break into), abrupt (broken off), disrupt (break apart), erupt (break out), incorruptible (unable to be broken down)

salv, salu [*safe, healthy*] salvation (act of being saved), salvage (that which is saved after appearing to be lost), salvable, salubrious (healthy), salutary (promoting health), salute (wish health to)

sat, satis [*enough*] sate (to satisfy, sate with food), satisfy (to give pleasure to; to give as much as is needed), satient (giving pleasure, satisfying), satiate, saturate

sci [*know*] science (knowledge), conscious (knowing, aware), omniscient (knowing everything), prescient (knowing beforehand)

scope [*see, watch*] scope (extent one can see), telescope, microscope, kaleidoscope (instrument for seeing beautiful forms), periscope, horoscope (hour watcher), episcopal (overseeing; pertaining to a bishop), stethoscope

scrib, script [*write*] scribe (a writer), scribble, inscribe, describe, subscribe, prescribe,ascribe, scrivener, manuscript (written by hand), scripture (the Bible)

sed, sess, sid [*sit*] sedentary (characterized by sitting), sedate (sitting, settled, dignified), preside (sit before), president, reside, subside, sediment (that which sits or settles out of a liquid), session (a sitting), obsession (an idea that sits stubbornly in the mind), possess

sen [*old*] senior, senator, senescent (growing old), senile (old; showing the weakness of old age)

sent, sens [*feel*] sentiment (feeling), presentiment (feeling beforehand), assent, consent, resent, dissent, sentimental (having strong feeling or emotion), sense, sensation, sensitive, sensory, dissension

sequ, secu, sue [*follow*] sequence (following of one thing after another), sequel, consequence, subsequent, obsequious (blindly following), prosecute, execute, consecutive (following in order), ensue, pursue, second (following first)

serv [*save, serve*] servant, service, subservient, servitude, servile, reservation, preserve, conserve, deserve, observe, conservation

sign, signi [*sign, mark, seal*] signal (a gesture or sign to call attention), signature (the mark of a person written in his own handwriting), design, insignia (distinguishing marks), signify

silic [*flint*] silicon (a nonmetallic element found in the earth's crust), silicosis (a disease prevalent among miners and stone cutters who breathe much dust)

simil, simul [*like, resembling*] similar (resembling in many respects), simulate (pretend; put on an act to make a certain impression), simulation (pretense; counterfeit display), assimilate (to make similar to), simile

sist, sta, stit, stet [*stand*] assist (to stand by with help), circumstance, stamina (power to withstand, to endure), persist (stand firmly; unyielding; continue), stanchion (a standing brace or support), substitute (to stand in for another), status (standing), state, static, stable, stationary

solus [*alone*] solo, soliloquy, solitaire, solitude

solv, solu [*loosen*] solvent (a loosener, a dissolver), solve, solvency, insolvency, absolve (loosen from, free from), resolve, soluble, solution, resolution, resolute, dissolute (loosen morally)

somnus [*sleep*] somnific, insomnia (not being able to sleep), somnambulant (a sleepwalker)

soph [*wise*] sophomore (wise fool), philosophy (love of wisdom), sophisticated (worldly wise),sophistry, sophist, theosophy (wise about God)

spect, spect, spic [*look*] specimen (an example to look at, study), specific, spectator (one who looks), spectacle, speculate, aspect, expect, inspect, respect, prospect, retrospective (looking backwards), suspect (look under), perspective, circumspect, introspective, conspicuous, despicable

sphere [*ball, sphere*] sphere (a plant a ball), stratosphere (the upper portion of the atmosphere), hemisphere (half of the earth),biosphere, spheroid

spir [*breathe*] spirit (lit., breath), conspire (breathe together; plot), inspire (breathe into), aspire (breathe toward), expire (breathe out, die), spirant, perspire, respiration

spond, spons [pledge, answer) sponsor (one who pledges responsibility to a project), correspond (to communicate by letter; sending and receiving answers), irresponsible, respond

stereo [*solid*] stereotype (to fix in lasting form), stereome (strengthening tissue in plants), stereograph

string, strict [*draw, tight*] stringent (draw tight, rigid), astringent (drawing tightly, as skin tissue), strict, restrict, constrict (draw tightly together), boa constrictor (snake that constricts its prey)

stru, struct [*build*] structure, construct, instruct, obstruct, construct (build in the mind, interpret), destroy, destruction, instrument (originally, a tool for building)

sume, sump [*take, use, waste*] assume (to take; to use), consume (to use up), presume (to take upon oneself before knowing for sure), presumption, sump pump (a pump that takes up water)

tact, tang, tag, tig, ting [*touch*] contagious (transmission of disease by touching), contact (touch)m tact (sense of touch for the appropriate), intact (untouched, uninjured), intangible (not able to be touched), tangible, contingent (touching together, depending on something), tactile

techni [*skill, art*] technician (one who is skilled in the mechanical arts), pyrotechnics (display of fireworks), technique, technology

tele [*far*] telephone (far sound), telegraph (far writing), telegram, telescope (far look), television (far seeing), telephoto (far photograph), telecast, telepathy (far feeling), teletype, teleprompter

tempo [*time*] tempo (rate of speed), pro tem (for the time being), extemporaneously, contemporary (those who live at the same time), temporary, temporal

ten, tin, tain [*hold*] tenacious (holding fast), tenant, tenure, untenable, detention, retentive, content, pertinent, continent, obstinent, abstain, contain, pertain, detain, obtain, maintain

tend, tent, tens [*stretch, strain*] tendency (a stretching; leaning), extend, intend, contend, pretend, superintend, tender, tent, tension (a stretching, strain), tense, tensile, attention

terra [*earth*] territory, terrestrial, terrain, terrarium

test [*to bear witness*] testament (a will; bearing witness to someone's wishes), detest, attest (certify; affirm; bear witness to), testimony, contest, intestate

the, theo [*God, a god*] monotheism (belief in one god), polytheism (belief in many gods), atheism (belief there is no god), pantheism (belief that God is all things), theogony (birth, origin of the gods), theology

therm [*heat*] therm (heat unit), thermic, thermal, thermometer, thermos bottle,thermostat (heat plus stationary; a device for keeping heat constant), hypothermia (subnormal body temperature), thermonuclear

thesis, thet [*place, put*] antithesis (place against), hypothesis (place under), synthesis (put together), epithet

tom [*cut*] atom (not cutable; smallest particle of matter), appendectomy (cutting out an appendix), tonsillectomy, epitome (cut on; a summary), dichotomy (cutting in two; a division), anatomy (cutting, dissecting to study structure)

tort, tors [*twist*] torsion (act of twisting, as a torsion bar), torture (twisting to inflict pain), retort (twist back, reply sharply), extort (twist out), distort (twist out of shape), contort, tortuous (full of twists, as a mountain road)

tox [*poison*] toxic, intoxicate, antitoxin

tract, tra [*draw, pull*] tractable (can be handled), abstract (to draw away), tractor, attract, subtract, subtrahend (the number to be drawn away from another)

trib [*pay, bestow*] tribute (a fine paid to be conquering power), distribute (to divide among many), redistribute, contribute (to give money to a cause), attribute, retribution, tributary

trophy [*nourishment, development*] dystrophy (badly nourished), atrophy

tui, tuit, tut [guard, teach] tutor (one who teaches a pupil), tuition (payment for instruction or teaching fees), intuent (knowing by intuition)

turbo [*disturb*] turbulent, turmoil, disturb, turbid

typ [*print*] type, prototype (first print, model), typical, typography, typewriter, typology (study of types, symbols) typify

ultima [*last*] ultima (last; final; most remote), ultimate (man's last destiny), ultimatum (the final or last offer that can be made)

unda [*wave, flow*] abundant, inundate, undulation, redundant

uni [*one*] unicorn (a legendary creature with one horn), uniface (a design that appears only on one side), unify (make into one), university, unanimous, universal

vac [*empty*] vacate (to make empty), vacuum (a space entirely devoid of matter), evacuate (to remove troops or people), vacation, evacuee, vacant

vale, vali, valu [*strength, worth, valor*] valor (value; worth), validity (truth; legal strength), equivalent (of equal worth), evaluate (find out the value; appraise actual worth), valedictorian, valiant, value

ven, vent [*come*] convene (come together, assemble), intervene (come between), circumvent (come around), adventure, invent, subvention, venturesome, convent, inventory, venture, venue, event, eventually, souvenir, contravene (come against), avenue, advent, convenient, prevent

ver, veri [*true*] verity (truth), very, verify (show to be true), verisimilitude, aver (say to be true, affirm), verdict

vert, vers [*turn*] avert (turn away), divert (turn aside, amuse), invert (turn over), introvert (turn inward, one interested in his own reactions), extrovert (turn outward, one interested in what is happening outside himself), controversy (a turning against; a dispute), reverse, versatile (turning easily from one skill to another), convertible, adversary, adverse

vest [*clothe, to dress*] vest (an article of clothing; vestment), investor (one who has laid out money for profit), travesty, vestry, vestment

vic, vicis [*change, substitute*] vicarious, vicar, vicissitude

vict, vinc [*conquer*] victor (conqueror, winner), evict (conquer out, expel), convict (prove guilty), convince (conquer mentally, persuade), invincible (not able to be conquered), evince, eviction

vid, vis [*see*] video (television), vision, evident, provide, providence, visible, revise, supervise (oversee), vista, visit, visage

viv, vita, vivi [*alive, life*] revive (make live again), survive (live beyond, outlive), vivid (full of life), vivify (enliven), convivial (fond of "living it up" with friends), vivisection (surgery on a living animal), vitality, vivacious (full of life)

voc [*call*] vocation (a calling), avocation (occupation not one's calling), convocation (a calling together), invocation (calling in), evoke, provoke, revoke, advocate, provocative, vocal, vocation, vocabulary

vol [*will*] malevolent, benevolent (one of good will), volunteer, volition

vola [*to fly*] volatile (able to fly off or vaporize), volley, volery, volitant

volcan, vulcan [*fire*] Vulcan (Roman god of fire), volcano (a mountain erupting fiery lava), volcanize (to undergo volcanic heat), vulcanist

volvo [*turn about, roll*] voluble (easily turned about or around), voluminous, volution, revolt

vor [*eat greedily*] voracious, carnivorous (flesh-eating), herbivorous (plant-eating), omnivorous (eating everything), devour (eat greedily)

zo [*animal*] zoo (short for zoological garden), zoology (study of animal life), zoomorphism (attributing animal form to God), zodiac (circle of animal constellations), protozoa (first animals; one-celled animals)

Numerical Prefixes

Prefix	Symbol	Multiples and Submultiples	Equivalent	Prefix	Symbol	Multiples and Submultiples	Equivalent
tera	T	10^{12}	trillionfold	centi	c	10^{2}	hundredth part
giga	G	10^{9}	billionfold	milli	m	10^{3}	thousandth part
mega	M	10^{6}	millionfold	micro	u	10^{6}	millionth part
kilo	k	10^{3}	thousandfold	nano	n	10^{9}	billionth part
hecto	h	10^{2}	hundredfold	pico	p	10^{12}	trillionth part
deka	da	10	tenfold	femto	f	10^{15}	quadrillionth part
deci	d	10^{1}	tenth part	atto	a	10^{18}	quintillionth part

Many expressions used by children who speak a variation of English may be foreign to teachers, and many expressions used by teachers may have different connotations for the students. The similarities between the dialects of English and standard English can also cause misunderstandings between students and teachers because both groups may feel they "understand" what the others are saying when, in actuality, they may not. These "misunderstandings" may be especially true for **black English**, a variation of standard English, which is in the class of non-standard English. Black English and standard English appear similar, but hey are not. Labov's research in the 1980's suggests that the differences between black English and standard English are becoming greater than narrower. He states that he would not rule out "the possibility that it is contributing to failure of black children to learn to read. How much a little child has to do to translate!"[10] (See "Nonstandard English Speaking Students: A Special Emphasis" in Chapter 16.)

Special Note Black English is also referred to as **Ebonics** (a combination of ebony and phonics).[11]

Children who come from homes where a language other than English is the dominant one may also have language difficulties when they enter school unless they are truly bilingual. The dictionary definition of bilingual states that one must be capable of using two languages equally effectively. However, many school children who speak a language other than standard English at home are not bilingual. These children may hear only "noises" when they first enter school, because the English sounds have little or no meaning for them. They will often confuse the language spoken at home with their newly acquired English an vice versa. It is not a question of one language being better than or preferred over another, but rather one of helping children to get along in the dominate social, economic, and political culture and to become a part of it. Unless students learn to communicate in standard English as well as in a dialect or another language, they will have difficulty in finding their "places in the sun" in the economy.

[10]William Labov,Professor of Linguistics, Personal communication, University of Pennyslvania, 1998
[11]See Dorothy Rubin, "What about Ebonics?" *School Leader*, 26(May/June 1997): 28-30, 42.

Let us now turn to the development of language.

Even though linguists, those who study language, do not generally agree on how children acquire language, most would agree that the acquisition of language is a most important aspect of the child's intellectual development during the preschool years. Young children must determine, solely from the speech around them, the rules that govern language usage, so that they are able to understand and to produce well-constructed sentences. Amazingly, this difficult and complex task is accomplished by almost all children!

STAGES IN LANGUAGE DEVELOPMENT

A theoretical model describing the process of language learning consistent with recent research, but not dependent on the innateness assumption, follows.[12] In this model children's language development is divided into a number of stages that overlap; that is, children enter into higher stages well before they have completed earlier (lower) stages. The age at which children enter the various stages is dependent on individual differences. The ages given are approximations and are supplied by the author of this text. (See Figure 2.2 on page 29 for age approximations for the various language-acquisition stages.)

Stage One: Random

In the **random stage**, children are involved in vocalizing, cooing, gurgling, and babbling. They make most of the sounds that they will need in articulation later on. Children vary the way they use their lips, mouths, and tongues. the sounds children produce are a chance assortment, but adults hear them as the *phonemes* (smallest units of speech sounds)of language. Often children's babbling is composed of consonant-vowel links, such as Ma-ma-ma or Da-da-da. These first sounds are usually greeted with joy and delight by children's parents. No matter how unintelligible the sounds, the parents will perceive them to be words meaning "Mama" and "Daddy." Parents are excited because they feel that their children have spoken. They will many times repeat the sounds of "Mama" and "Dada," and reward the

[12]E. Brooks Smith, Kenneth S.Goodman, and Robert Meredith, *Language and Thinking in School*, 2d. ed. (New York: Holt, Rinehart and Winston, 1976), pp 17-26

children with extra attention and smiles every time they produce these sounds. Such reinforcement usually causes children to repeat the response. Such imitative utterances are often referred to as *echoic speech*.

Stage Two: Unitary

In the **unitary stage** children develop deliberate units of language that are often limited to one syllable. The length of each utterance is a function of the child's level of physical development and control over his or her sound-producing mechanism, since the processes of language development and physical maturation are simultaneous. For example, one-year-old children usually have only a one-digit word span (the children can only retain and repeat one digit). The word that the children use is an abbreviation for their association with the total situation. Single words are used to convey whole sentences. Sometimes a single utterance is used to signify a variety of adult sentences. For example, "See" may mean "I see you" or "Let me see it." The child's use of such single-word utterances to express complex ideas is often referred to as *holophrastic speech*.

Children's speech has been described as "telegraphic."[13] Their early forms of speech include those words that convey a major meaning from the speech heard. In **telegraphic speech** children are able to get and convey the message even though it is beyond their digit span. In *telegraphic speech*, when the children use more than one word, the word order of adult speech is preserved.

How are children able to extract the most meaningful words from fairly complex utterances? One explanation is that content words are those that parents may have practiced with the children one at a time. For example, the parents may use association; that is, they pair a real apple with the word sound "apple." When the children repeat the word the parents may reinforce them by smiling and saying "Good." Content words also receive the most stress in a sentence, and may therefore be the easiest to discern.

Stage Three: Expansion and Delimiting

In the **expansion and delimiting stage**, children go from one- or two-syllable utterances to adult language structure. At approximately eighteen or twenty months children's first two-word utterances usually appear. These consist of words from two classes. The first, called the pivot class, is small, contains words of high frequency, and may be in either the first or second position. Each pivot word is usually fixed in one or the other, however. First or second position merely refers to the place of the word in a given sentence. The second, called the open class, contains all other words. In speaking, the children combine a single pivot word with other words. For example, "See Mommy," "See Daddy," "See kitty," "See baby"." (*See* is the pivot word.) In the examples, "Gimme that," "Gimme bunny," "Gimmie cookie," *gimme* is the pivot word. In the examples, "Baby off," "Mommy off," "Blanket off," *off* is a pivot word that appears in the second position. Some two-word utterances may serve a number of speech purposes. For example, "Mommy play," might mean "Mommy is playing" or "I want Mommy to play with me."

Researchers in language development, considering the problem of how children's telegraphic speech becomes elaborated, supposed that a constant exposure to adult speech may be a sufficient basis for children to enlarge their own speech. However, from observing parent-child interactions, it was found that parents often "model," that is, reiterate their child's message in an expanded pattern. For example, if a child say "Kitty drink," the parent is apt to say, "Yes, the kitty is drinking his milk." The parents help children to see that their utterances are correct for the situation and add other appropriate language elements that are grammatical.

If parents "overload" the information that is presented to children at this stage by using too many words, the children will probably not get the message. For example, Gertrude L. Wyatt, an authority on language problems, writes of four-and-one-half-year old twins who were having difficulty in speaking because their mother flooded them with too much information. The boys were looking at a picture book with their mother when this dialogue took place.

STEVE: How do aya-pa go?
MOTHER (who has understood Steve's question): It takes an elephant fifteen years to reach mature size. Elephants are mammals with an enormous appetite.

The language pattern that the mother presented did not fit the boys' stage of development. As a result, communication between mother and sons broke down. The mother's rapid speech and sophisticated

[13]Roger Brown and Ursula Bellugi, "Three Processes in Child's Acquisitionof Syntaqx." *Harvard Education Review* 34 (1964): 133-151.

vocabulary had overloaded the boys' receiving systems to the point where they were unable to distinguish and remember single sounds and sequences of sounds.[14]

By thirty-six months of age some children are using varieties of complete English sentences. Through the gradual expansion of speech, the child, by about four years of age, has mastered the features of adult speech.

Stage Four: Structural Awareness

So that children can express their increasingly abstract ideas and feelings, they must come to the **structural awareness stage**, where they are able to generalize and find pattern and order in speech. As children begin to use plurals and to vary their verb forms, the most common type of mistake they make indicates that the rules they follow are overgeneralized and do not include exceptions. For example, irregular verbs are regularized, making the past tense of "I go," "I goed."

Stage Five: Automatic

In the **automatic stage** children have internalized grammar, so that they can generate a large number of sentences that are grammatical although they cannot explain why conscious by reasoning. Children are usually at this stage when they are ready to enter kindergarten.

Stage Six: Creative

At the creative stage children are involved in inventing their own language. Although many of the phrases they use may be trite, expressing the attitudes of their peer group or community, they fulfill the children's needs.

Figure 2.2 illustrates the language development stages just discussed.

Summary of Stages

It appears that children learn language by association (pairing the real object with the sound of the word), *reinforcement* (any positive stimulus, such as praise, which usually causes the individual to repeat a given response), *imitation* (children's attempting to voice the sounds initially voiced by the parent figures and *elaboration* (expanding a word into a complete sentence).

Children may have difficulty in acquiring language if they are not exposed to elaborated speech patterns and if they are not listened to. (See Chapter 5 for a discussion of the child's development of articulation.)

Excerpt from *Teaching Elementary Language Arts* by Dorothy Rubin (2000), Meedham Heights, MA, Allys ed Bacar.

HINTS, HELPERS AND EXPECTATIONS
For Students with Limited English Proficiency (LEP)
and Students Learning English as a Second Language (ESL)

1. Rely on yourself and your abilities; your common sense, love for children and open minded attitudes; your knowledge of child development and language acquisition; your good teaching practices.

2. Learning begins where the student is. You will get positive results if you expect positive results. Lack of the English language is not an intellectual deficiency.

3. Communicate in any way possible (#31 addresses the need for a communication notebook). Body language is important. Speak slowly and distinctly, in a normal tone. Gradually make your language more complex.

4. Make no assumptions that LEP students understand. Have them demonstrate their understanding whenever possible.

5. Accept any verbal response in a positive manner. Use correction sparingly. Do not correct the students' grammar until they are comfortable with English usage. (Perhaps repeat the sentence correctly, but do not draw attention to their error directly.)

6. Learn all you can about the students' country and culture (don't go overboard and overwhelm the students... Asian students tend to be shy about drawing attention to themselves). Expect cultural differences and try to understand and respect them.

7. Encourage students to speak their native language with friends or family members at school. (The psychological effects can be negative.)

8. Daily instructional objectives should be specific and limited in content.

9. Build schema (background information) for the student whenever possible.

10. Show empathy for the student, not sympathy.

11. Appreciate and capitalize on what the LEP student brings into your classroom: fluency and literacy in a language, conceptual development, a high motivation to learn English, and a rich cultural heritage.

12. Using common sense and empathy as our guide, help the student learn acceptable behavior. Discipline appropriately, when necessary.

13. Be positive, patient, reinforcing, and at ease. SMILE and keep the stress level as low as possible for the student and for yourself.

14. Use many VISUAL aids and clues to help the student understand.

15. Learn to pronounce the student's name. Do not try to Americanize it unless the student initiates the change.

16. A silent period is normal for an LEP student. Generally it takes several weeks or months for the student to adjust to a new language environment and gain sufficient input for spontaneous speech production to begin.

17. Developmental stages of language learning are predictable. Nouns and verbs are learned first; pronouns and adjectives come later. Once the student learns to use nouns and verbs, simple sentences can be made.

18. Be sure the student understands standard classroom procedures.

19. Try to get a parent volunteer to work with the student on a regular basis.

20. Provide many opportunities for interaction among students.

21. Have an English-speaking student read simple texts aloud to the LEP student. Encourage the LEP student to follow along and repeat.

22. Involve the student in as much as possible, as soon as possible.

23. Encourage LEP students to work together and assist one another. Do not allow them to become too dependent on each other or exclusive of other members of the class.

24. Allow LEP students to participate in more than one reading group if possible. They may need to hear the lesson twice.

25. Each day give the LEP student some meaningful assignment in which they can be successful. Handwriting or math calculations are often good for this.

26. Provide the student with as many listening opportunities as possible.

27. Help the English-speaking students understand and respect these newcomers and their situations by studying the LEP student's country and compare it to the culture in the United States.

28. In elementary school, especially, many teachers prepare a special folder or box for each LEP student that includes picture cards, word cards, penmanship sheets, simple readers, flash cards or other age-appropriate materials. LEP students should ALWAYS have work to do when unable to participate in the regular class work. THE STUDENT SHOULD NOT JUST SIT!

ADDITIONAL ACTIVITIES TO DEVELOP ORAL LANGUAGE

1. Story Wheel:
   1.1. Assign each group a children's picture book.
   1.2. Have students read the book.
   1.3. Divide the book into events. Around 8 events make a challenging but not too hard story-wheel activity.
   1.4. Have students draw a large circle on butcher paper. Use of a string and chalk may help with precision. Divide the circle into wedges (like pieces of a pie) corresponding to the number of events identified for the particular story. Cut the wedges.
   1.5. Color each of the scenes on a wedge of the circle.
   1.6. Paste parts of the circle in chronological order, in an exploded circle on another sheet of paper. This can be the "visual aid" to a book talk about the book.
2. Read, reread, and enjoy books familiar to children. Write your own version to a familiar story.

- *Cinderella* stories
- *The Gingerbread Man* and *The Stinky Cheese Man*
- *Little Red Riding Hood* and *Lo Po Po*
- Legends
- Tall tales

3. Read and enjoy literature with rich vocabulary (homonyms, idioms, cliches); then create your own response.

- *Amelia Bedelia*
- *The King Who Reigned*
- *Anamalia*
- *Quick as a Cricket*
- *A Cache of Jewels*
- *Kites Sail High*
- *Many Lucious Lollipops*

4. Read and write stories and poems containing literary techniques such as figurative language, alliteration, similes, personification, analogies.
5. Read and discuss content texts, relating to prior knowledge and experiences; then create response projects using new words and the language of the unit. Expand language usage in content texts by searching for synonyms, antonyms, homonyms, and multiple meanings.
6. Choral reading

- *Poems for Two Voices*
- Chants and Rap

7. Reader's Theater and other related drama

- Commercially prepared
- Create your own scripts

8. Storytelling by teachers and students(with props such as puppets)

- The oral tradition
- Folk tales
- Fables
- Legends

9. Character Interviews (literary or historical)

- InQuest
- Levels of Questioning

10. Character Role Plays

- Descriptive language
- Character journals
- Circle Stories

- *If You Give a Mouse a Cookie*
- Create your own circle stories (demands active listening and critical thinking skills, as well as knowledge of story structure)

11. Discussion (teacher-led, student-led)
- Content unit response
- Character education
- Current events
- Narrative and informational texts

12. Grand Conversations (Marilyn Eeds)
- Instructional Conversations

13. Word for the Day/Thought for the Day

ABOVE ALL: READ ALOUD DAILY!!!

LITERATURE CIRCLES

Adapted from: Harvey Daniels. (1994) *Literature circles: Voices and choice in the student-centered classroom.* York, ME: Stenhouse.

"Literature circles are small, temporary discussion groups who have chosen to read the same story, poem, article, or book. While reading each group-determined portion of the text (either in or outside of class), each member prepares to take specific responsibilities in the upcoming discussion, and everyone comes to the group with the notes needed to help perform that job. The circles have regular meetings, with discussion roles rotating each session. When they finish a book, the circle members plan a way to share highlights of their reading with the wider community; then they trade members with other finishing groups, select more reading, and move into a new cycle. Once readers can successfully conduct their own wide-ranging, self-sustaining discussions, formal discussion roles may be dropped."

Literature Circles build metacognitive capacity in children, particularly in understanding narrative text and images. They:

- promote a love for literature and positive attitudes toward reading
- reflect a constructivist, child-centered model of literacy
- encourage extensive and intensive reading
- encourage talk about language, word choice, and sentence structures
- invite natural discussions that lead to student inquiry and critical thinking
- support diverse response to texts
- foster interaction and collaboration
- provide choice and encourage responsibility
- expose children to literature from multiple perspectives
- nurture reflection and self-evaluation

Quick training procedure (A more in-depth description can be found in Daniels, 1994.)

1. Provide a wide choice of good books, and invite everyone to "choose themselves" into a group of four people who want to read the same book.
2. Hand out sets of role sheets and let people in each group divide themselves up however they want. The roles that are *required* are:

a. **Discussion director:** Has the official responsibility to think up some good discussion questions, convene the meeting and solicit contributions from other group members.

b. **Literary luminary/passage master:** Takes readers back to memorable, important sections of the text and reads them aloud.

c. **Connector:** Takes everyone from the text world out into the real world where experiences in their own life, happenings at school or in the community, or other people and problems they are reminded of are connected with the literature.

d. **Illustrator**: Adds a graphic, nonlinguistic response to the text — a sketch, cartoon, diagram, flowchart, or stick-figure scene.

Optional roles include:

a. **Summarizer:** Prepares a brief summary of that day's reading , a quick one- or two-minute statement that conveys the key points and main highlights.

b. **Vocabulary enricher/word wizard**: Is on the lookout for a few especially important words in the day's reading, words that may be puzzling or unfamiliar; marks them down when reading, looks them up in the dictionary, and records definition, marks words that are repeated a lot as keys to meaning of the text.

c. **Travel tracer:** Keeps track of when the setting changes, where the action takes place in the day's reading. Describes each setting in detail, either with words or with an action map or a diagram that can be shown to the group.

d. **Investigator/researcher**: Digs up background information on any topic related to the book. Might include information about the author, time period portrayed in the book, geography, weather, culture, or history of the book's setting—not a formal research report.

3. Have someone serving in each role read aloud its description for the whole class, so that everyone hears what other roles will be part of the group. Clarify nature of the roles and answer questions .

4. Give a set amount of time for reading and role-sheet preparation (20-30 minutes is plenty). Tell the groups to assign themselves a section of the book that everyone feels can comfortably be finished in five minutes less than the allotted time. The remaining five minutes will be used to prepare the role sheet.

5. When everyone has done the reading and prepared the role sheets, invite groups to get together for 15-20 minutes. Clearly explain that the main goal is to have a natural conversation about the book. Role sheets will serve as a starting point for the discussion.

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PICTURE BOOKS

EVERYONE SHOULD KNOW

Peggy Rathmann

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ABUELA by Arthur Dorros. Illustrated by Elisa Kleven. Dutton.

ALEXANDER AND THE TERRIBLE, HORRIBLE, NO GOOD, VERY BAD DAY by Judith Viorst. Illustrated by Ray Cruz. Atheneum.

ANIMALS SHOULD DEFINITELY NOT WEAR CLOTHING by Judi Barrett. Illustrated by Ron Barrett. Atheneum.

ANANSI AND THE MOSS-COVERED ROCK by Eric A. Kimmel. Illustrated by Janet Stevens. Holiday House.

ANDY AND THE LION by James Daugherty. Viking.

BEN'S TRUMPET by Rachel Isadora. Greenwillow.

BLUEBERRIES FOR SAL by Robert McCloskey. Viking.

THE BOSSY GALLITO: A TRADITIONAL CUBAN FOLK TALE retold by Lucia M. Gonzalez. Illustrated by Lulu Delacre. Scholastic.

BREAD AND JAM FOR FRANCES by Russell Hoban. Illustrated by Lillian Hoban. HarperCollins.

BROWN BEAR, BROWN BEAR, WHAT DO YOU SEE? by Bill Martin Jr. Illustrated by Eric Carle. Holt.

CAPS FOR SALE; A TALE OF A PEDDLER, SOME MONKEYS AND THEIR MONKEY BUSINESS

by Esphyr Slobodkina. HarperCollins.

THE CARROT SEED by Ruth Krauss. Illustrated by Crockett Johnson. HarperCollins.

A CHAIR FOR MY MOTHER by Vera B. Williams. Greenwillow.

CHICKA CHICKA BOOM BOOM by Bill Martin, Jr. and John Archambault. Illustrated by Lois Ehlert. Simon & Schuster.

CORDUROY by Don Freeman. Viking.

CURIOUS GEORGE by H. A. Rey. Houghton.

THE DAY JIMMY'S BOA ATE THE WASH by Trinka H. Noble. Illustrated by Steven Kellogg. Dial.

DEAR ZOO by Rod Campbell. Simon & Schuster.

DOCTOR DE SOTO by William Steig. Farrar.

FARMER DUCK by Martin Waddell. Illustrated by Helen Oxenbery. Candlewick Press.

THE FORTUNE-TELLERS by Lloyd Alexander. Illustrated byTrina Schart Hyman. Dutton.

FREIGHT TRAIN by Donald Crews. Greenwillow.

GEORGE AND MARTHA by James Marshall. Houghton.

GO AWAY, BIG GREEN MONSTER! by Ed Emberley. Little, Brown.

GOOD NIGHT, GORILLA by Peggy Rathmann. Putnam.

GOODNIGHT MOON by Margaret W. Brown. Illustrated by Clement Hurd. HarperCollins.

GRANDFATHER'S JOURNEY by Allen Say. Houghton.

HAPPY BIRTHDAY, MOON by Frank Asch. Simon & Schuster.

HAROLD AND THE PURPLE CRAYON by Crockett Johnson. HarperCollins.

HARRY THE DIRTY DOG by Gene Zion. Illustrated by Margaret Graham. HarperCollins.

HENNY PENNY illustrated by Paul Galdone. Clarion.

HORTON HATCHES THE EGG by Dr. Seuss. Random House.

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